

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature, which based on relevant theories and previous research finding. It covers definition of perception, factors influenced on perception, main components of perceptual process, types of perception, definition of language testing, objectives of language testing, definition of reading skill, purposes of reading skill, the Curriculum 2013, characteristics of the Curriculum 2013 and advantages of the Curriculum 2013.

2.1 Definition of Perception

Perception is the process through which one becomes aware of organizing and interpreting stimuli from the external environment. It is relevant as Wood (2010: 68) revealed, the active process of getting information by selecting, organizing, and interpreting people, objects, events, situations, and other phenomena initiated by some external or internal stimulus called perception. In other word, perception could be psychological process that occurred on humans' brain to gain the information and reaction from the internal or external responses.

Perception includes admission of stimulus (inputs), organizing the translation or interpretation of the stimulus that has been organized in a way that can affect the behavior and forming attitudes. Thus, people can tend to interpret the behavior of others or objects according to their own circumstances.

Perception is psychological process occurs to a person. People perceive and respond every stimulus based on their needs of the object characteristics. The process of perception as follows: object raises the stimulus, and then touches the

sense organ. The accepted stimulus is continued by sensory nerves to brain. Finally, the process on humans' brain is the last process that generates perception toward the objects.

2.1.1 Factors Influenced on Perception

Perception cannot happen by itself if there is no intervention of some internal or external stimulus. There are several factors that influence on individual perception towards objects, events, situations of environment. Based on Wood (2010: 77) notions, there are some factors influenced on human perception, namely physiology, age, culture, and self.

a. Physiology

The information comes into sense organ, then obtained information will influence and complete attempts in term of creating meaning toward environment. Due to this process, individuals differ in how they perceive objects and social condition.

Memory abilities on humans' brain is limited. It means that not all memories can be saved, then be generated back into consciousness. In other word, humans can experience forgetfulness. It has been described that the presence of the disorder can lead to physiological aspects of human forgetfulness, as in amnesia. Because the physiological function is very influential in the center of consciousness, namely the brain. Due to the lack of physiological aspects, caused disorder of memory abilities. For example in the elderly, they will decrease the ability to remember because of physiological function is declined.

b. Age

Wealth of experiences can also change perception of social issues. Both younger and older adults have different point of view toward environment. It is affected by personal experiences and ages.

Age greatly influences someone in term of assessing and interpreting an object. In this case, both younger people and older people will be different point of view. Older people tend to have more experiences than younger people do. Thus, older people in term of interpreting and responding an object deeper and wider.

c. Culture

Culture is the totally of beliefs, values, understandings, practices, and ways of interpreting experience that shared by a number of people. Cultural values are agreed values and embedded in a society, organization, community, rooted in a habit, trust (believe), symbols, with certain characteristics that can be distinguished from one another as a reference behavior and response to what will happen or is happening.

Culture simultaneously modified by each individual due to his or her way of thinking. The influence of culture is quite strong in term of shaping human perceptions, including values, norms, experiences, and behaviors. Thus, culture is perceived as a system of competence, a set of symbols and knowledge that is shared by human beings.

d. Self

The interpretation is heavily influenced by the personal characteristics of the individual perceiver. Personal characteristics that

affect perception include persons' attitudes, personality, motives, interests, past experiences, and expectations.

Knowledge of self can be applied through the process self-perception, reflection, or social comparison. In this process, the people perceive themselves through behaviors shown in their daily activities. Then, this process indirectly affects them in how they perceive an object.

2.1.2 Main Components of Perceptual Process

Through perception, people process information inputs into responses involving feelings and action. In this section, there are three main components of factors influencing the perceptual process. Namely the perceiver, perceived, and setting (Schermerhorn et al., 2010: 84).

a. The perceiver

Past experiences, needs, interests, motives, and attitudes of person may all influence the perceptual process. When a person looks at target and try to interpret what she or he sees, the interpretation is heavily influenced by the personal characteristics of individual perceiver. Moreover, a person will tend to emphasize certain aspect when considering various categories.

b. The perceived

Characteristic of target such as an object or event being observed can influence perceptual process toward what is perceived. Loud people are more likely to be noticed in a group than quite ones. Because targets are not looked at in isolation, the relationship of a target to its background also influences perception, as does our tendency to group close things and similar

things together. For example, when it comes to size of an object, small or large people tend to be perceived differently than average size of people.

c. The setting

The context in which we see an object or event is also important. The physical, social, location, light, heat, or any number of situational factors in organizational context also can affect the perceptual process.

2.1.3 Types of Perception

Based on Irwanto in Sukhafudin (2005), perception refers to the positive and negative judgment of people. In this section, there are two types of perception, namely positive and negative perception.

a. Positive perception

Positive perception is describing every single response, event, situation and stimuli observed by perceiver that are relevant to the object. It describes all knowledge (known/unknown) and responses to the perceiver positively. The perceivers will be easy in interpreting an object if they have positive perception and their previous perception in which a positive perception is involved in humans' brain toward something around them.

b. Negative perception

Negative perception is describing every single response, event, situation and stimuli observed by perceiver that are not relevant to the object. It describes knowledge and statement that is not suitable and proper with the object of perception. In this case, it will be continued by the certainty perception. The perceiver will reject and deny every attempt that

is perceived. In other words, negative perception is also a negative interpretation is involved in humans' brain toward something around them.

2.2 Definition of Language Testing

Tests have become a way of life in the educational world and tests are often used for pedagogical purposes intended to motivate students to study. Due to reach optimal learning, it is necessary to conduct testing in term of diagnosing students' strengths and weaknesses on language. Henning (2001: 1) stated that language testing is a device of test in order to assess and measure students' language competence and performance or testing language ability. In summary, it is an evaluation of an individuals' language proficiency.

In administering a test, there are several language abilities should be evaluated as a second language. They are listening, speaking, writing, and reading skill as a measure of overall language proficiency. In this case, the researcher just concerns to reading skill. Alderson (2000: 3) stated in constructing reading tests, it is necessary to analyze how well on what they have understood of what they have read. Thus, there is such an interaction between a reader and the text.

2.1.1 Objectives of Language Testing

Testing may be constructed primarily as devices to reinforce learning and to motivate the student, or primarily as a means of assessing the students' performance in the language. In addition, it used to be useful and must provide reliable and valid measurements for a variety purposes to assess students' progress (Henning, 2001: 1).

Based on Henning (2001: 1) notion, there are six reasons for having a test:

- a. *Diagnosis and feedback*, or *diagnostic tests* termed to be a proper diagnosis conveys information about strengths, weaknesses, and best choices for treatment of personal performance. Through both of them, it provides critical knowledge or information for the student, teacher, and administrator in creating learning process to be more effective and efficient. It is hard to set new goals of learning process between teacher and student without conducting diagnosis and feedback.
- b. *Screening and selection*, or *aptitude tests* referred to quick and simple tests or procedures to identify students who might have special characteristics or needs. Both are used to predict whether students' prospective getting success or failure in a language learning program. Therefore, examiners are recommended to conduct follow-up testing with additional instruments before making important decisions on the basis of screening tests (Gregory, 2007: 11).
- c. *Placement*, aimed at placing a student into an appropriate level or section of a language curriculum or school. Based on Gregory (2007: 11), placement is classifying and distinguishing of students into different programs that is suitable according to their needs and skills. Hence, this is used to recognize performance stages of the student to the appropriate level of instruction.
- d. *Program evaluation*, or *achievement tests* intended to measure what a student has learned in school or some other course of study. Moreover, it is related to directly to classroom lessons, units, or even a total curriculum. Program evaluation are limited to particular material covered in a curriculum within a particular time frame and are offered after a course has

covered the objectives in question. In addition, the focus of evaluation at this purpose is not only concerning to individual student, but also concerning to group of student.

- e. *Providing research criteria*, concerned to a standard of measurement in a various research context. In addition, it plays a major role in both the applied and theoretical branches of behavior research.
- f. *Assessment of attitudes and socio-psychological differences*, designed to provide services that improve social conditions. Thus, a proper measurement is necessary to determine the nature, direction, and intensity of attitude to language acquisition.

2.3 Definition of Reading Skill

Reading is so complex activities. It needs definite language skill and good understanding of the students or readers toward the text. According to Alderson (2000: 3), Reading skill is a complex information processing skill in which the reader interacts with text in order to create meaningful discourse. It means that when a reader interacts with some kinds of the text, his or her prior knowledge combined with visual (written) information result in this comprehending the message. Therefore, reading is actually a conversation of sort between a writer and reader.

Discussing about reading, it cannot be separated by two important part of it. Namely, the process and product of reading skill. Based on Alderson (2000: 3) notion, the process is the interaction between a reader and the text that leads to the result during a reader is experiencing when reading. In other word, during reading process, the readers will investigate the parts of text that cause the problems and look at the affective issues that arise when readers are processing particular texts.

In addition, another part of reading is to inspect the product of its process. The product typically refers to the level of understandings of what the readers reach during reading activities. Obviously, different readers would meet different ways of understanding the text. Thus, this will impact on the result which they end up to it. Understanding the process of reading is important to an understanding of the reading, then it will affect to the product as a result of its process (Alderson, 2000: 3).

2.3.1 Purposes of Reading Skill

Based on Grabe and Stoler (2013: 6), the category of reading purposes involves reading to search for simple information, reading to skim quickly, reading to learn from texts, reading to integrate information, reading to write, reading to critique text, and reading for general comprehension. Thus, there are several purposes of reading:

- a. Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used often in reading task that is probably best seen as a type of reading skill.
- b. Reading to skim quickly is a common part of many reading task and useful skill in its own right. It involves a combination of strategies for guessing where important information might be in the text. Then, using the basis of reading comprehension skills on those segments of the text until a general idea is formed.
- c. Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information from a

text. It requires abilities to remember main ideas, recognize and build rhetorical frames and link the text to the reader base.

- d. Reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and likely restructuring of a rhetorical frame to accommodate information from multiple sources.
- e. Reading to write and reading to critique texts may be task variants of reading to integrate information. Both require abilities to compose, select, and critique information from a text.
- f. Reading for general comprehension when accomplished by a skilled fluent reader, require rapid and automatic processing of words, strong skills in forming a general meaning representation of mean idea, and efficient coordination of many process under very limited time constraint.

2.3.2 The Techniques for Testing Reading

As a professional educator, not only using one or two techniques in term of testing student on reading skill. But also she or he prefers to consider several options of test types or creates some combination of testing. It has purpose to permit the measurement of several aspects on language abilities. Moreover, the purpose of testing is to figure out relevant information of making inferences or decision about student (Alderson, 2000: 203). Therefore, it is important to consider what techniques are capable and helpful of assessing.

According to Alderson (2000: 207), there are several techniques to assess reading skill. Namely cloze test, multiple choice techniques, matching techniques, short answer test, and summary test.

a. Cloze test

It is established by removing some items of the text words and then correcting the word that has been removed. Based on definition above, it can be inferred that cloze test is an exercise consisting of a portion of text with certain words removed, where the teacher asks the participant to restore the missing words. This tests require students to understand context and vocabulary to identify the correct words that belong in the deleted passages of a text.

For example, a language teacher may give the following passage to students:

The fact is that one cloze test can be very different from another cloze test based on the same text. 1) pseudo-random construction procedure guarantees that 2) test-writer does not really know 3) is being tested: she simply 4) that if enough gaps are 5), a variety of different skills 6) aspects of language use will 7) involved, but inevitably this is 8) Despite the claims of some 9), many cloze items are not 10) to the constraints of discourse 11) much as to the syntactic 12) of the immediately preceding context. 13) depends upon which words are 14), and since the cloze test 15) has no control over the 16) of words, she has minimal 17) over what is tested.

Source: Alderson (2000)

Figure 2.1 Cloze Test

The teacher instructs the students to fill in the blanks with words that they think best fits to the passage. The sentence would be grammatically correct if the first answer was the best one. Because it determines the next answer of students' decision.

b. Multiple choice techniques

The multiple choice techniques is the most common format used for testing students' reading abilities. This technique allows testers to adjust the range of possible answer and students' thought processes when responding. It typically offers from three to five alternative answers of which one is correct and the rest are incorrect choices. Thus, multiple choice item can be applied to ask questions which assess student ability at knowledge and understanding level.

In constructing this technique, the most critical part of the construction of a multiple choice item is the selection of the response alternatives. Especially, the selection of incorrect choices not only separate correct performance from incorrect performance. But also, they should help diagnose the kinds of incorrect notions that students have acquired.

c. Matching techniques

Matching items deal with multiple questions and responses at the same time. These items are intended to measure the students' ability in distinguishing similar ideas or facts. Moreover, these items enable the teacher to cover a lot of ground in single item. Therefore, it represents a certain degree of efficiency.

The process of matching items to students can be made more interactive as well, depending on a number of factors that can differ by item and student profile (Kopriva, 2008: 94)

Part 1
Questions 6 - 10
Which notice (A - H) says this (6 - 10)?
For questions 6 - 10, mark the correct letter A - H on the answer sheet.

EXAMPLE	ANSWER
0 We can help you.	E

6	We do our job fast.
7	We are open this afternoon.
8	We sell food.
9	You can save money here.
10	This is too old.

A	Closed for lunch 1 - 2 pm
B	Use before 10.10.97
C	STAMPS ONLY
D	Freshly made sandwiches
E	INFORMATION
F	Buy more and spend less!
G	One hour photo service
H	Grand opening 8 January

Key: 6 G 7 A 8 D 9 F 10 B

Source: Alderson (2000)

Figure 2.2 Matching Technique

d. Short answer test

Short answer assessment compare students' responses to questions with defined target or answer keys in order to judge the appropriateness of the responses. The purpose of this test is to recall knowledge by simply asking questions and require students to answer it by completing incomplete statements. This kind of test typically applied a direct question. Thus, the

students are required to provide a word or a phrase to complete the statement and to answer direct question.

The critical one of this test is the objectivity of scoring. It can be showed by students' response. Therefore, the question must be constructed in the line of possible answer which can be predicted.

e. Summary test

In this kind of test, the students are required to read the text completely. Then, the students conclude their point of view based on the text of given topic. Summary test is helpful for the students in order to invent their creativity of sharing ideas through their own understanding toward the text.

To construct this type of test, the teacher should select appropriate topic which is familiar with their daily life hopefully. For example, the topic related to their activity. Thus, it can be easier for student to comprehend main point or ideas of the text.

2.4 The Curriculum 2013

The Curriculum 2013 can be defined as one of curriculum concepts which emphasizes the development of abilities to do the tasks based on certain standard. Then, students can obtain the result of this process in term of mastery a set of certain competence. Mulyasa (2013: 65) revealed that the Curriculum 2013 is a set of plan to produce the students who are active, productive and innovative. It focused on acquiring certain competences by students in order to obtain successful in learning. Thus, the goals of the Curriculum 2013 can be observed in term of students' attitudes and skills through education program. Moreover, the orientation of the

Curriculum 2013 will appear if there are an improvement and balance between cognitive insight (knowledge) and behavioral acts (social, religion values).

The Minister of Education and Culture, Muhammad Nuh in Kurniasih and Sani (2014: 7) confirmed that the Curriculum 2013 emphasizes on attitude, skill, and knowledge aspects. Thus, both the teacher and student have responsibilities respectively. The most fundamental characteristics in the Curriculum 2013, the teacher is strived to search for knowledge and information as much as possible. Considering the development technology and information era, then, the students are encouraged to be responsible of their environment, interpersonal and intrapersonal skills, and critical thinking. This purposes on creating the generation who are productive, creative, innovative, and affective.

In the applying of the Curriculum 2013, the teacher is required to be active in accelerating learning process. Also, the teacher should conduct relevant testing and teaching approach, methods, and media based on curriculum plans, school condition, and students' characteristics. According to Solomon (2009: 30), special education teachers are appropriately concerned that the common testing requirements are counterproductive to the individual needs of their students.

2.4.1 Characteristics of the Curriculum 2013

Based on Education and Cultural Ministry Regulation no. 68 year 2013 (2013), the Curriculum 2013 is designed with the following characteristics:

- a. Developing a balance between the development of spiritual and social attitudes, curiosity, creativity, cooperation with intellectual and psychomotor abilities;

- b. The school is part of a social community that gives learning experiences. Thus, students apply what have been learned in school to the social community and utilize it as a learning resources;
- c. Developing the attitude, knowledge, and skill aspects. Then, applying them in various situations in the school and social community;
- d. Giving sufficient times to develop attitude, knowledge, and skills aspects;
- e. Competence aspects is divided into core competences and basic competences;
- f. Core competence is an organizing element of basic competences. Basic competences and learning process are developed to achieve competence as stated in core competences;
- g. Basic competence is developed based on cumulative, reinforced, and enriched principles between learning material and educational level.

2.4.2 Advantages of the Curriculum 2013

The Curriculum 2013 aims to prepare Indonesian people in having the capability to live as a person and citizen who are religious, productive, creative, innovative, affective and able contribute to social community, nation, state, and the civilization of the world (Education and Cultural Ministry Regulation No. 68 Year 2013). Kurniasih and Sani (2014: 8) revealed that the advantages of the Curriculum 2013 as follows:

- a. The students are strived to be active, creative, and innovative in solving problems in educational environments.
- b. The assessment in every aspects.

- c. The decision of scores for students not only derived from examination results, but also from attitude, religious, practice, and other aspects.
- d. The character and citizenship education has been integrated into all courses.
- e. The competency fits to requisition of the function and goal of national education.
- f. The standard of assessment leads to competency-based assessment, such as attitude, skill, and knowledge aspects proportionally.
- g. The Curriculum 2013 requires remediation periodically.
- h. The learning characteristics is contextual.
- i. Increasing the motivation of teaching by improving professional, pedagogical, social, and personal competences.

